

APPENDIX A

GUIDE TO

CHIEF PETTY OFFICER

INDOCTRINATION COURSE

1. Introduction

In preparation to conduct the Chief Petty Officer Indoctrination Course (CPOINDOC), you need to establish strategies and techniques that make the learning process easier for you and your students. Your presentation can have substantial positive effect on the professional careers and personal lives of your students.

Your role as the instructor is to lead the discussion of selected topics with a class of newly selected Chief Petty Officers. You may act as coordinator, teacher, promoter, communicator, coach, and observer. You need to provide feedback, encourage and solicit input, and intervene when appropriate. In short, your basic job is to move the class toward an enlightened view of the topics through their own thought processes.

How you conduct the class will be critical in communicating an important message – Chief Petty Officers must not only learn to lead, but must lead to learn.

Recognize the fact there is no one individual who owns sole proprietorship on knowledge. It matters not whether you have 10 years experience as a Chief or one year, we can always learn from each other.

2. Purpose

This guide is intended as a primary resource for those who have not attended formal instructor training or facilitative learning courses. It is designed to help you learn and apply specific teaching skills. For those who have attended instructor school, the information provided here will serve as a valuable refresher. It is not designed to give you everything there is to know about teaching or facilitating a class.

3. The Role of Instructors in Guided Discussion Learning Environments

The role of the instructor in a class where guided discussion is used is different from that of the stand-up podium or group-paced instructor. Traditionally, the lecturer provides all students with the same information. Since communication is primarily one-way (from the instructor to the student), the student is a passive recipient of the information.

Your role in the CPOINDOC is to: (1) facilitate group discussions, and (2) enhance group dynamics and processes. Guided discussion helps students recognize, understand and practice the information they are being presented. Using a variety of activities, the instructor helps individuals and groups recognize processes similar to the ones they may have on the job. Rather than just provide data as a lecturer, the instructor provides key concepts and topic highlights that are intended to stimulate student thoughts and encourage class interactions.

4. Preparing to Teach

You, as a CPOINDOC instructor, are a critical link in your command's education and training efforts. You may provide the first introduction to the concepts and philosophy on which the course is based, as well as serve as an advisor, mentor, and general resource person to the class.

With so grand a role defined, it is imperative that you be prepared to effectively instruct the CPOINDOC. The Instructor Guide, if used appropriately, will help you structure your preparation efforts.

The first step in preparing to teach is to become thoroughly familiar with the Instructor Guide and the Student Guide. You need to be knowledgeable of the complete course. Know the course objectives. Remind yourself of the roles that Chief Petty Officers usually fill in a command. Then develop a strategy to make the lessons responsive to the initial needs of the students. Remember that this course is an indoctrination course – meaning that its primary purpose is to introduce the new Chiefs to the rudiments of their new jobs. This course cannot and should not be used to “spoon-feed” the new Chiefs.

Feeding the students with overwhelming details will not help the course nor the students. To the contrary, overloading information may actually stifle the already proven ingenuity of the new Chiefs to seek knowledge on their own.

Once you know how your lesson fits into the greater whole, your next step is to determine its logical flow. Make outlines, jot down questions that occur to you as you read, highlight key points. Ask other instructors who have taught the lesson what questions or problems arose when they presented it, then research these questions and concerns. You must be completely comfortable with the lesson you are to teach.

The Instructor Guide is not meant to be read to the students. It is meant to give you the necessary points of the lesson. It is in a narrative form so that if you needed the exact words to say, they would be there for you. You are encouraged to carefully personalize your guide so you can effectively instruct from it.

a. **Check out the training facility and the needed instructional materials.**

- **References.** It is advisable to have some of the supplemental resources available in the classroom, such as the applicable instructions. Their availability on demand will save time and energy when the situation arises.

b. **Practice.** We highly recommend **that** you practice teaching the lesson before you actually do it. The key is to be comfortable with the information you're going to communicate, and the manner of communicating it.

5. **Presenting the Lesson**

a. **Start on time.** This shows respect for the students who arrived on time and does not reward or reinforce students who are late.

b. **Introduce yourself.** Give a short introduction. Tell students what you do, your background, and other pertinent data. To a limited degree, you're establishing your credibility, making known your qualifications, and giving the students a focal point to build a professional relationship.

c. **Motivate students.** This is critical! You must whet the students' appetites for information that they need as new Chiefs. You may share personal success anecdotes as appropriate.

d. **Use the Instructor Guide (IG).** Your IG is important, but remember that the information you're presenting is the most important element of the course – not the piece of paper where it is written

e. **Maintain pace.** Don't get bogged down in sea stories or lengthy discussions that are off-topic. Stay focused on your lesson topic.

- f. **Focus on the students' examples.** The adult learning model stresses that adults are active participants in the learning process. They have experience and we want to capitalize on it. Bring out work-related examples and implications of learning points from your students. Use one of your own examples only when students cannot relate one or when the ones given are not on target.
- g. **Maintain structure with flexibility.** An estimated time is given for each lesson. It's important to stay on track so that all the objectives can be met during the course. But estimated times are just that--estimates. Be flexible. If there is focused discussion ongoing that is important, by all means, encourage it. Make up the time later. Under no circumstances do you want to "just fill time." If the learning points and objectives are met, move on to the next lesson.

h. **Demonstrate Enthusiasm.**

Your realistic expectations of student performance affects the classroom climate. Positive expectations of your students are critical for learning to take place. Demonstration of appropriate enthusiasm is one way that you can positively influence student attitudes and behaviors.

Begin the lesson with sincere interest. And if you are really sincere, your enthusiasm will show verbally and non-verbally throughout the lesson.

Encourage the students to see the value of the learning materials by guiding them to connect the lesson concepts and principles with their own personal experiences. In other words, involve the students in the learning as well as in the teaching process.

- i. **Verbal and non-verbal language.** Watch your verbal and non-verbal language. Make sure that they confirm what you really want to say.
- j. **Questioning Techniques.**

Though there are many different ways to ask a question, the most appropriate technique for generating discussion is an open-ended question (OEQ). OEQs should be brief. They start with words such as HOW, WHO, WHAT, WHEN, WHERE, and WHY. When a close-ended question is used, attempt to follow it by an OEQ. The following steps will guide you through the questioning process.

- (1) Ask the question.
 - (2) Pause to give the class time to prepare to respond.
 - (3) Call on a student by name.
 - (4) Acknowledge the student's response.
 - (5) Repeat or paraphrase the answer.
- **Handling Incorrect Student Responses.** Students do not always answer questions correctly. When this happens, redirect the question to the group to see if anyone else can give you the right answer or a better answer. Give the answer only when no one else can provide the desired response.

k. Listen to Understand and Respond to Clarify.

“Listen to Understand” is showing the ability to pay attention to what someone is saying - to concentrate and really hear the message.

After a student gives an input, you should respond in order to clarify the meaning of that input. This allows you to review the student's thoughts to ensure that you and the student are on the same track.

- (1) Allow enough silence to give students time to clarify thoughts. Avoid interrupting the student or jumping in too soon after the student's response.
- (2) Accurately summarize and paraphrase individual input to indicate understanding and clarify meaning.
- (3) Accurately summarize key points of discussion to clarify and check for agreement.
- (4) Track student's answer.

- (a) Repeat the student's input.
- (b) Paraphrase to capture the essence of what was said. Restate the meaning in your own words. As for confirmation of accuracy.
- (c) Summarize and extract the key points of a discussion, lecture, or other informal exchange of information. Summarizing allows you to ensure the topic is understood before moving on. It is appropriate to summarize after a long discussion, and also within the lesson as a transition between lessons.
- (d) Ask open-ended questions. These are questions that ask for more information, but leave the specific content up to the speaker.

1. Equal Opportunity.

One of your responsibilities, as an instructor, is to establish and maintain a climate of equal opportunity. You set the standard of behavior in your classroom. Your students will use your own behavior as a model, and act accordingly. Occasionally, it is necessary to provide feedback to a student to reinforce the standards that you have established. Use feedback to curb threats to the safe environment within the classroom which you have created and to counter any inappropriate behavior.

In the classroom environment, arbitrary stereotyping of males and females on the basis of gender should be avoided whenever possible. Women and men should be treated as individuals, and not as mere members of the opposite sex. Shared experiences and common attributes should be stressed, not gender differences. Neither sex should be stereotyped nor arbitrarily assigned to a leading or secondary role. Men and women should be treated with equal respect, dignity, and seriousness.

m. Gender Neutral Language.

The word “man” has long been used not only to denote a person of male gender, but also generically to denote humanity at large. However, the word has become so closely associated with the first meaning that it is no longer broad enough to be applied to human beings as a whole. Alternative expressions should be used in place of “man.” Terms that tend to exclude females should be avoided whenever possible. Occupational terms ending in “man” should be replaced whenever possible by terms that can include members of either sex, unless they refer to a particular person.

AVOIDUSE

Mankind

Humanity, Citizens, People

If a man drove 50 miles

If a person drove 50 miles

Manpower

Human power, human energy, Worker, personnel

Salesman

Salesperson

Chairman

Chairperson, leader, the Presiding officer

The English language lacks a generic singular pronoun signifying “he or she,” and therefore it has been customary and grammatically sanctioned to use masculine pronouns in general. Nevertheless, when possible avoid the pronouns “he,” “him,” and “his” when relating experiences and hypothetical situations. Various alternatives may be considered.

Reword statements to eliminate unnecessary gender pronouns.

AVOIDUSE

The average Sailor drinks his coffee black.

The average Sailor drinks black coffee.

Replace the masculine pronoun with “one,” “you,” “he or she,” “her or his,” as appropriate. Use “he or she” and its variations sparingly to avoid clumsy prose.

There are many advantages of asking your students for personal examples. Students are encouraged to fit learning points into their experience. Their examples clarify concepts and learning points, and indicate how well they understand the lesson concepts. However, gaps in student inputs must be filled in by instructor questions, inferences, or information to ensure the student’s example makes the learning point. When students give examples, they establish the value of their background and learn from each other’s experiences. The examples can also motivate your students, increasing their desire to learn the lesson material. Besides, everyone learns from student examples - even the instructor!

6. Connect Ideas to Experience

It is useful to depict learning points by using examples observed in class or from outside experience to connect ideas to experience. Use of this technique helps students understand the lesson concepts in terms of their own or others’ experience. It helps students translate an abstract idea into a job-related skill. The following techniques will assist you in connecting ideas to experience.

- a. When conducting a discussion, solicit a wide range of inputs from students, asking particularly about job related experiences.
- b. Recognize students when their inputs make the connection between lesson ideas and their experiences.
- c. Record student inputs on chart paper or chalkboard, when appropriate.
- d. When a student provides an experience-based example to illustrate a learning point, you need to analyze it and determine its relevance to the discussion.
- e. Provide interesting and relevant examples that relate to learning points. Examples must be realistic and meaningful to students.

7. Integrate Material

There will be opportunities that will help connect the present lesson with the previous one. Capitalize on this opportunity.

Occasionally, a student will ask a question which can be better answered in a following lesson. Rather than disrupt current lesson flow, respectfully ask the student to “hold that thought” until you reach the lesson that applies. Jot down a note to remind you to readdress when the time comes.

Summarize and review at the end of lesson.

- a. Use the Instructor Guide for points that should be stressed in the summary.
- b. Be short, concise, and relevant.
- c. Refrain from introducing any new material at the end.
- d. Review learning objectives, learning points, and significant discussions.
- e. Be creative and lively. The purpose is to leave the students motivated and enthusiastic about the material they just learned.

In conjunction with the lesson summary at the end, include a transition to the following lesson. Highlight the next lesson by stating what it is about and its relationship to the present lesson.

8. Maintain a Group Learning Environment

Some topics and discussions may become extremely emotional. It is critical for an instructor to maintain self-control and respectability under pressure or provocation. Remain calm during conflict. The classroom climate and student interactions are affected by your disposition.

Observe your students as you teach. Look for signs of covert classroom problems (e.g., boredom, fatigue, confusion, tension, apathy). Confront classroom problems that pose threats to learning in a timely manner.

9. Manage Conflict

Classes may undergo conflict at any time in the evolution of a course. This is a natural outcome of a learning process which encourages students to express different views. Conflict can be a powerful mechanism in making an important point. However, they must be managed according to the established ground rules.

- a. Address the problem when it occurs.
- b. Solve the problem, rather than simply accommodate different points of view.
- c. Strive to get individuals to work together toward a middle ground.

10. Giving and Receiving Feedback

Feedback is critical in any process improvement. As a recipient and provider of feedback, you must remain magnanimous. Objectivity and fairness are key to judgment. As a provider of feedback:

- a. Describe the actual behavior.
- b. Be specific. Relate demonstrated performance to a standard.
- c. Make the feedback useful. Give feedback that guides the other person toward improvement.
- d. Make the feedback timely. Provide feedback as close to the time when the behavior occurred as possible so that the individual receiving the feedback can better remember the questionable behavior.
- e. Be honest and straight forward. Stick to the facts.

As a recipient of feedback:

- a. Be receptive. Keep your mind focused on the positive intent of the feedback.
- b. Maintain your self-control. Be objective, not emotional, in your response to feedback.
- c. Ask for clarification if you are unsure of the meaning of the feedback or you need more information.

Now its your turn to make a difference in the professional career of the new Chiefs.

Point the way.